

INSTITUCION EDUCATIVA LA POPA  
TALLER DE RECUPERACION DE INGLES PRIMER PERIODO  
GRADO OCTAVO



**GUIA DE ESTUDIO PRIMER PERIODO**  
**INGLÉS**  
**GRADO OCTAVO**  
**2025**

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### **Plan de recuperación de inglés primer periodo**

Objetivo:

- Proporcionar a los estudiantes un mecanismo para que puedan recuperar o nivelar las asignaturas pendientes en cada uno de los periodos.

Para este fin, en el área de inglés, el estudiante deberá seguir el siguiente plan de recuperación:

1. Estudiar la presente guía, realizando las actividades de repaso que aquí se proponen. Valor: 30%
2. Presentar una sustentación oral de la guía en las fechas que la institución estipule. Valor: 20%
3. Presentar un examen escrito donde se evaluarán los contenidos de esta guía. Valor: 50%

De esta forma los criterios de recuperación quedan de la siguiente manera:

| Criterio                                 | Valor |
|--|-------|
| <b>Guía de estudio y cuaderno al día</b> | 30%   |
| <b>Sustentación oral</b>                 | 20%   |
| <b>Examen escrito</b>                    | 50%   |

**Nota:** Recordar que en ningún caso la nota de recuperación podrá ser mayor a 3.0.

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Evaluation Workshop: Family, Physical Description, and Grammar



## VERB TO BE



Este verbo es uno de los más usados en el inglés, hace referencia al verbo de **ser** y **estar**, su significado dependerá mucho del contexto. Además, el verbo se conjugará en función al pronombre que hagamos referencia.

Recordemos que en el INGLÉS tenemos los siguientes pronombres y el verbo to be se conjugará con ellos de la siguiente manera:

| Yo | Tu/Ustedes | Él | Ella | Eso/Esa | Ellos | Nosotros |
|----|------------|----|------|---------|-------|----------|
| I  | You        | He | She  | It      | They  | We       |
| am | are        | is |      | are     |       |          |

Es decir, si yo quiero decir "**Yo soy Mariana**" en inglés diríamos algo como:  
"**I am Mariana**" pero también podríamos decir "**I'm Mariana**"

Esto debido a que en el inglés es muy común hacer uso de las contracciones, éstas permiten acortar las palabras y oraciones. Por ello será fundamental que conozcan cuáles son.

La estructura para usar el verbo to be es la siguiente:

Pronombre + verbo + Complemento

|                  |                    |
|------------------|--------------------|
| I + am           | I'm                |
| She, He, It + is | She's, He's o It's |
| We + are         | We're              |
| They + are       | They're            |
| You + are        | You're             |

En el caso del pronombre "**It**" lo utilizamos para referirnos a una cosa u objeto, solo en singular nunca en plural. También lo podemos utilizar el "**it**" cuando no queda claro cuál es el sujeto, por ejemplo:



**Es tarde, en inglés diríamos It's late**  
**Son las 10 am, en inglés diríamos It's 10 o'clock**



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**Part 1: Cloze Exercise (Fill in the blanks with the correct word)**

1. My mother \_\_\_\_\_ a doctor. (is / are / am)
  2. They \_\_\_\_\_ three brothers. (has / have / having)
  3. I \_\_\_\_\_ short and plump. (is / am / are)
  4. My father \_\_\_\_\_ blue eyes and short hair. (have / has / is)
  5. We \_\_\_\_\_ not from this city. (is / am / are)
  6. \_\_\_\_\_ you have a sister? (Do / Does / Are)
  7. He \_\_\_\_\_ a tall and well-built man. (am / is / are)
  8. Our grandmother \_\_\_\_\_ very kind. (are / is / am)
  9. \_\_\_\_\_ she have long or short hair? (Do / Does / Is)
  10. They \_\_\_\_\_ a big house. (has / have / is)
- 

**Part 2: Vocabulary Exercises**

**A. Match the family members to their definitions.**

1. \_\_\_\_\_ Aunt
2. \_\_\_\_\_ Grandfather
3. \_\_\_\_\_ Cousin
4. \_\_\_\_\_ Son
5. \_\_\_\_\_ Sister
6. \_\_\_\_\_ Uncle
7. \_\_\_\_\_ Grandmother
8. \_\_\_\_\_ Daughter

- A. Your mother's or father's brother.
  - B. The male child of your parents.
  - C. The female child of your parents.
  - D. Your parent's father.
  - E. Your parent's mother.
  - F. Your mother's or father's sister.
  - G. The child of your uncle or aunt.
  - H. The female child of a mother and father.
-

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**POSSESSIVE ADJECTIVES**

|       |                    |
|-------|--------------------|
| my    | mi...              |
| your  | tu... (tuyo)       |
| his   | su... (de él)      |
| her   | su... (de ella)    |
| its   | su... (de eso)     |
| our   | nuestro...         |
| your  | su... (de ustedes) |
| their | su... (de ellos)   |

**B. Match the adjectives to their opposites.**

1. \_\_\_\_\_ Tall
2. \_\_\_\_\_ Plump
3. \_\_\_\_\_ Big
4. \_\_\_\_\_ Short
5. \_\_\_\_\_ Slim
6. \_\_\_\_\_ Small

- A. Long
  - B. Short
  - C. Well-built
  - D. Tiny
  - E. Thin
  - F. Fat
-

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### **Part 3: Reading Comprehension**

Read the text and answer the questions.

*Hello! My name is Anna. I am twelve years old. I have long brown hair and green eyes. I am tall and slim. I live with my parents and my younger brother, Tom. My father, Michael, is a teacher. He has short black hair and brown eyes. My mother, Sarah, is a nurse. She has curly blonde hair and blue eyes. My brother, Tom, is eight years old. He has short brown hair and green eyes. He is short and plump. We love spending time together.*

1. How old is Anna?
  2. What does Anna look like?
  3. What is Anna's father's job?
  4. What color are her mother's eyes?
  5. How old is Tom?
  6. Who has curly hair in Anna's family?
  7. Is Tom tall and slim?
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### **Part 4: Writing Exercises**

#### **A. Describe Your Family**

Write a short paragraph about your family. Include:

- How many people are in your family?
- What are their names?
- What do they look like?
- What are their jobs?

Use this model:

*My family is very special. I live with \_\_\_\_\_. My father's name is \_\_\_\_\_. He is \_\_\_\_\_. My mother's name is \_\_\_\_\_. She is \_\_\_\_\_. I have \_\_\_\_\_. They are \_\_\_\_\_.*

#### **B. Describe a Family Member**

Write about one family member in detail. Include:

- Their name and relationship to you.
- Their physical appearance (height, hair color, eye color, etc.).
- Their personality.
- Their hobbies or favorite activities.

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Use this model:

*My \_\_\_\_\_'s name is \_\_\_\_\_. He/She is \_\_\_\_\_ years old. He/She is \_\_\_\_\_ (tall/short) and has \_\_\_\_\_ (hair color) hair. His/Her eyes are \_\_\_\_\_ (color). He/She is \_\_\_\_\_ (kind, funny, smart, etc.). He/She likes to \_\_\_\_\_ (hobbies/activities).*

### **C. My Daily Routine**

Write about your daily routine using the verb "to be" and "to have." Include:

- What time you wake up.
- What you do in the morning.
- Your school or work activities.
- Your evening and night routine.

Use this model:

*I wake up at \_\_\_\_\_. In the morning, I \_\_\_\_\_. At school/work, I \_\_\_\_\_. In the evening, I \_\_\_\_\_. Before I go to bed, I \_\_\_\_\_.*

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### **Part 5: Possessive Adjectives**

Complete the sentences with the correct possessive adjective: (my, your, his, her, its, our, their)

1. \_\_\_\_\_ name is John. I am a student.
  2. She has a brother. \_\_\_\_\_ name is Tom.
  3. They love \_\_\_\_\_ dog very much.
  4. I have a sister. \_\_\_\_\_ name is Lisa.
  5. We have a big house. \_\_\_\_\_ house is blue.
  6. He is a teacher. \_\_\_\_\_ students like him a lot.
  7. You have a nice family. \_\_\_\_\_ family is wonderful.
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### **Part 6: Verb "To Be" and "To Have"**

Fill in the missing forms.

#### **Affirmative   Negative   Interrogative**

I am            I'm not        \_\_\_\_\_?

You \_\_\_\_\_ You aren't   Are you?

He is            \_\_\_\_\_        Is he?

She \_\_\_\_\_ She isn't        \_\_\_\_\_?

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**Affirmative   Negative   Interrogative**

It is            It isn't            \_\_\_\_\_?

We \_\_\_\_\_            Are we?

They are        They aren't \_\_\_\_\_?

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**Part 7: Speaking Activity**

Practice alone answering the following questions:

1. What does your mother look like?
  2. How many siblings do you have?
  3. Do you have a big or small family?
  4. What color are your eyes?
  5. Who is the tallest person in your family?
  6. Do you look like your parents?
  7. What job does your father/mother do?
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